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| **Unit Title: Cultural Experiences**  **Grade 4/Quarter 4/Unit 6** | | | | | | | | | | | | | | | | | |
| **Conceptual Lens:**    **This nine-week unit combines cultural stories, non-traditional text features and informational texts centered on the moon.**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  The unit begins with a discussion about Cherokee oral tales. These tales have been passed down orally and have been maintained throughout history keeping the same important details. The focus throughout the unit is on different tales from various cultures throughout North Carolina. Students will be exposed to information about the moon and its phases including a small amount of moon exploration. Technology is infused throughout the unit and utilized to focus reading in relation to images and videos that “show” students the moon both close up and afar. The technology utilized serves as a multimodal way to introduce a variety of text features that are presented in a 21st century way (video, charts, and images). Students conduct and present research on a person from history (first person account). This unit ends with presentations that include visual aids.     |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | RL4.1/RI4.1 Students will be able to use details from the text to draw inferences  RL4.2 Students will be able to identify the theme from multiple genres including story drama and poems  RL4.2 Students will be able summarize texts they read  RI4.7 Students will be able to understand, discuss and justify the author’s use of text features including animations and interactive elements on web pages  RL4.9 Students will be able to compare and contrast similar themes across multiple genres  Including stories, myths, and traditional literature  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | W.4.3 Students will be able to write narratives    Writing should include   * Descriptive details * Clear event sequences * Dialogue * Transitional words and phrases * Variety of language techniques * Logical conclusion   W 1 Opinion Pieces | SL.4.4 Students will conduct an oral presentation that includes relevant details and/or facts  L.4.1 Students will be able to use appropriate grammar and conventions of English when writing and speaking |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**   |  | | --- | | **Performance Task:**  G-Goal: Students will present how people, events, and/or developments brought about changes that influenced North Carolina.  R-Role: You are the person who has traveled through time from the past to present day North Carolina.  A: Audience: Classroom Peers  S: Situation:  Your challenge is to teach your classmates about how you (historical figure) made an impact on the culture of North Carolina.  P: Product:  You will present presentation orally with visual aids. | | **Rubric for \_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Content** |  |  |  |  | | **Subject Knowledge** | A wealth of information is presented. The information includes key facts or events | Information is presented with little inconsistency | Information presented is inconsistent | Information presented is very inconsistent | | **Organization** | The material is presented in a clear manner including a logical sequence of facts or events | The material is presented in a logical manner with few (1-2) facts or events out of place logically or sequentially | The material is presented with facts or events often (more than twice) out of place logically or sequentially | The material presented lacks logical sequence | | **Content total \_\_\_\_\_\_\_\_\_** |  |  |  |  | | **Visual aids** | The visual aid provides strong support for the facts and/or events presented | The visual aid provides support for the facts and/or events presented | The visual aid is related to the topic however, it does not support the facts and/or events presented | No visual aid | | **Visual aids total \_\_\_\_\_\_\_** |  |  |  |  | | **Verbal/non verbal skills** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Enthusiasm** | The information is presented with enthusiasm | The information is presented with enthusiasm at times | The information is presented with little enthusiasm | The information is presented with no enthusiasm | | **Grammar** | Correct English grammar I used consistently throughout presentation. | English grammar errors (1-2) made during the presentation. | Several (3-6) English grammar errors made during the presentation. | English grammar is inconsistent with more than 6 errors. | | **Body Language** | Body language promotes an inner pride for work completed and eye contact is consistent | Body language promotes some pride  eye contact is inconsistent | There is a lack of pride in body language  Eye contact is not maintained | Body language sends a message that there is no pride in the presentation | | **Time** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Length of presentation** | On time +/- 2 minutes | +/- 3 minutes | +/- 4 or minutes | No presentation | | **Score** |  |  |  |  | | | Comments: | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | | | | | | | | |
|  | **Week 1** | | **Week 2** | **Week 3** | **Week 4** | | | **Week 5** | | | | **Week 6** | | **Week 7** | **Week 8** | | **Week 9** |
| **Big Ideas** | **Making inferences using actions and physical descriptions from the text** | | **Identifying the theme** | **Compare And Contrast themes and patterns of events** | **Interpreting information** | | | **Interpreting Information** | | | | **EOG Review Week** | | **EOG**  **Week** | **Performance Task** | | **Performance**  **Task** |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**  **Inferences:**  Interactive Read Alouds (Hoyt, L.)  The Gardener by Sara Stewart, Two Bad Ants by Chris Van Allsburg,  Smoky Night by Eve Bunting,  The Van Gogh Café by Cynthia Rylant,  So You Want to Be President by Judith St. George,  The Tale of Despereaux by Kate DiCamillo  Smoky Night by Eve Bunting The Stranger by Chris Van Allsberg  The Three Pigs by David Wiesner Big Al by Andrew Clements  Dear Mrs. LaRue:  Letters from Obedience School by Mark Teague Flotsam by David Wiesner  Fireflies by Julie Brinkloe  Just a Dream by Chris Van Allsberg Tar Beach Faith Ringgold  Zathura by Chris Van Allsberg The Widow’s Broom by Chris Van Allsberg  **Theme:**  RL.4.2 Theme- P. 135 (Interactive Read Alouds By Linda Hoyt)  Cinder Edna by Edna  The Other Side by Jacqueline Woodson ,  So Far From The Sea by Eve Bunting,  The Table Where Rich People Sit by Byrd Baylor,  Faithful Elephants Yukio Tsuchiya,  The Librarian of Basra by Jeanette Winter,  Tuck Everlasting by Natalie Babbitt  Soft Rain: a story of the Cherokee Trail of Tears by Cornelia Cornelissen if not used in Unit 2  Summarize:  RL.4.2. Summarize P. 87 (Interactive Read Alouds by Linda Hoyt)  Chicken Sunday, Snowflake Bentley Patricia Polacco,  Ox- Cart Man; Donald Hall,  Lincoln: A Photbiography by Russell Freedmon,  So Far From the Sea by Eve Bunting,  A Wrinkle in Time by Madeleine L’Engle  Interpret Information:  RI.4.7 -Interpret Information- Form literal and interpretive Questions P.7 (Interactive Read-Alouds by Linda Hoyt)  Passage to Freedom by Ken Mochizuki,  The Mysteries of Harris Burdick by Chris Van Allsburg,  Wilma Unlimited by Kathleen Krull,  The Sign of the Beaver by Elizabeth George Spear  RI.4.7 -Interpret P.31 (Interactive Read-Aloud by Linda Hoyt)  The Mysteries of Harris Burdick by Chris Van Allsburg,  Grandfathers Journey by Allen Say,  Mirandy and Brother Wind by Patricia C. McKissack,  The Girl Who Loved Wild Horses by Paul Goble, The Giver by Lois Lowry | | | | | | **Non –Fiction**  **Theme:**  The Cemetery Keepers of Gettysburg by Linda Oatman High  Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull.  Interpret Information/ Summarize:  Faithful Elephants by Yukio Tsuchiya, Snowflake Bentley by Jacqueline Briggs Martin  The Moon Book by Gail Gibbons  Faces of the Moon by Bob Crelin  The Moon by Seymour Simon  Reaching for the Moon by Buzz Aldrin  Moon Landing by Richard Platt | | | | | | | | | | | |
| **WEEK 1** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Cluster 6: Summarize and Synthesize**  **Lesson 22 Read Think and React** | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | | | | | **“I Can” Statements**  **I can explain what the text says when using inferences.**  **I can explain what the text says when identifying explicit information.** | |
| **Essential Questions**  **How can information I read help me understand the text?** | |
| **Jan Richardson Strategies**   * **Making Inferences (Action) p. 233** * **Making Inferences (Physical Description) p. 234** * **Summary (Scaffold for Summarizing) P.221** | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | | | | | **“I Can” Statements**  **I can make inferences from a character’s actions.** | |
| **Essential Questions**  **What does the character’s actions tell me about the character?** | |
| **Other Whole Group Reading Learning Experiences**  **Introduction: Teacher will show students magazine advertisements. The teacher should be sure to cover the company brand or slogan. Lead students through the identification of clues to make an inference on how the advertisement picture leads to the brand.**  **Reading Opportunities:**  **See read alouds**  **Comprehension Connections: Inference Lessons**  **Riddle Game- Web based learning opportunity.**  **Each riddle gives clues that require students to draw on prior knowledge to make inferences. Students work in groups to discuss each clue to make an inference. Found at:** [**http://www.philtulga.com/Riddles.html**](http://www.philtulga.com/Riddles.html)  **Into the book: Web based learning opportunity that allows students to actively engage in learning (inferences is one of several target skills)**  **Found at:**  [**http://reading.ecb.org/**](http://reading.ecb.org/) | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | | | | | **“I Can” Statements**  **I can use clues from the text to infer what the author is telling the reader.** | |
| **Essential Questions**  **Can I use clues from author to identify unstated information?** | |
| **Writer’s Workshop** | | **Resource:**  **Writing Fiction: Big Dreams, Tall Ambitions**  Lesson 1: Imagining Stories from Ordinary Moments  Lesson 2: Imagining Stories We Wish Existed in the World  Lesson 3: Developing Believable Characters  Lesson 4: Giving Characters Struggles and Motivations  **Spiral back to Opinion Writing**  **Personal Responses to Literature**   * + See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki (p. 31) * **In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:**  1. **Connect plot/ideas/concepts to experience, including other literature;** 2. **Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts , and issues;** 3. **Support judgment about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.**   [**Source**](http://www.epcae.org/uploads/documents/Response%20to%20Lit%20-%20Third%20Grade%20Writing%20Study.pdf) **on Personal Responses (p. 22 and 23)** | | | | | **Standards**  W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | | | | **“I Can” Statements**  **I can write a story that is organized, flows and has a conclusion.** | |
| **Essential Questions**  **How can I make my story flow?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Print and read**  [**http://www.manataka.org/page1887.html**](http://www.manataka.org/page1887.html)  **Use stories from the Cherokee tribe to retell stories using details the Cherokee tribe has passed down from generation to generation orally. Teacher should focus on the details that are important to retell of the story. Teacher should also use the stories as a reference for writing. Teaching points for writing include sequence, dialogue, and transitional words.** | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  Standard 4.C.1 Understand the impact of various cultural groups on North Carolina. | | | | | | | | | **“I Can” Statements**  **I can explain how different cultures explain events.** | |
| **Essential Questions**  **How have the Cherokee tribe impact has believes of North Carolinians in both the past and present?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * Facts * Details * Narrative | | | | | | | | |
| **WEEK 2** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Lesson 15 Wrap Your Mind Around The Big Ideas**  **Interactive read aloud for Lesson 15 book “And Still the Turtle Watched”**  **Themes for the book**   * **Responsible Choices** * **Consequences of our actions** * **Problem Solving**   **Use the video clip at**  [**http://www.wingclips.com/movie-clips/surfs-up/having-fun**](http://www.wingclips.com/movie-clips/surfs-up/having-fun)  **Discuss the clip and themes listed with the clip. As a class find evidence from the clip to support each theme listed.**  **Website from Texas Elementary School standards**  **Understanding Literary Themes**  [**http://www.austinschools.org/curriculum/la/resources/documents/LA\_Literary\_Theme\_Analysis.pdf**](http://www.austinschools.org/curriculum/la/resources/documents/LA_Literary_Theme_Analysis.pdf)  **Theme Chart: Read Fly Away Home by Eve Bunting**  **Discuss the theme(s) of the story homelessness, poverty**  **Give students a list of common themes and have them match the books to the list of theme (book list can come from books read in Units 1-5)**  **Theme: Story:**  **Friendship Charlotte’s web**  **Create a class chart that list themes and have students write books they have read under each theme. Discuss why some books are listed under two themes. Can stories have two themes?** | | | | | **Standards**  **RL.4.2 Determine the theme of a story, drama, poem from the details in the text, summarize the text.** | | | | | | | | | **“I Can” Statements**  **I can define the theme of: a story**  **a drama**  **a poem**  **I can summarize key ideas and details for the theme of:**  **a story**  **a drama**  **a poem** | |
| **Essential Questions**  **What is the theme of**  **the story**  **the drama**  **the poem?** | |
| **Jan Richardson Strategies**  **Explain the microtheme from a story**  **P.189-198 (theme component p.195 “responses”)**  **Students select a theme and write a paragraph about the theme in the selected stories.**  **Teacher models theme identification and writing piece using “The Three Little Pigs”** | | | | | **Standards**  **RL.4.2 Determine the theme of a story, drama, poem from the details in the text, summarize the text** | | | | | | | | | **“I Can” Statements**  **I can define the theme of: a story**  **a drama**  **a poem**  **I can summarize key ideas and details for the theme of**  **a story**  **a drama**  **a poem** | |
| **Essential Questions**  **What is the theme of**  **the story**  **the drama**  **the poem?** | |
| **Other Whole Group Reading Learning Experiences**  **Revisit, Reflect, Retell : Time Tested Strategies for Reading Comprehension (Hoyt, L.)**     * **Say Something Strategy p. 26-27** * **See Wiki attachment** | | | | | **Standards**  **RL.4.2 Determine the theme of a story, drama, poem from the details in the text, summarize the text**  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | | | | | **“I Can” Statements**  **I can summarize key ideas and details for the theme of**  **a story**  **a drama**  **a poem** | |
| **Essential Questions**  **What ideas do I include in my summary?** | |
| **Writer’s Workshop** | | **Resource:**  **Writing Fiction: Big Dreams, Tall Ambitions**  Lesson 5: Plotting with a Story Mountain  Lesson 6: Show Don’t Tell: Planning and Writing Scenes  Lesson 7: Felling and Drafting the Heart of Your Story  **Spiral back to Opinion Writing**  **Personal Responses to Literature**   * + See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki (p. 31) * **In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:**  1. **Connect plot/ideas/concepts to experience, including other literature;** 2. **Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts , and issues;** 3. **Support judgment about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.**   [**Source**](http://www.epcae.org/uploads/documents/Response%20to%20Lit%20-%20Third%20Grade%20Writing%20Study.pdf) **on Personal Responses (p. 22 and 23)** | | | | | **Standards**  W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | | | | **“I Can” Statements**  **I can write a story that is organized, flows and has a conclusion.** | |
| **Essential Questions**  **What should I include in a story to make it flow?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Print and read the letter from Robert Johnson describing the fighting among tribes in North Carolina** [**http://docsouth.unc.edu/csr/index.html/document/csr11-0013#p11-21**](http://docsouth.unc.edu/csr/index.html/document/csr11-0013#p11-21)  **Have students work in groups to create a chart/poster describing what life was like for Native Americans. Students should be able to refer to the parts of the text that help them come up with thoughts for the chart/poster.**  **Web quest: http://its.guilford.k12.nc.us/webquests/jjquest/jjquest.htm** | | | | | **Standards**  4.H.1.1: Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration. | | | | | | | | | **“I Can” Statements**  **I can explain everyday life of early native Americans.** | |
| **Essential Questions**  **What was everyday life like for native Americans?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * Theme * Stanza * Alliteration * Poetry * React | | | | | | | | |
| **WEEK 3** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Cluster 6: Summarize and Synthesize**  **Lesson 24 Read to get the Gist Synthesize your thinking as you go**  **Read Tight Times by Barbara Shook Hazen**  **Teacher will model think aloud with a focus on making inferences on the story to help develop an underlying theme.**  **As a class discuss and list possible themes for the story (poverty, acceptance, working together)**  **Compare and contrast the theme of Tight Times and Fly Away Home read the previous week.**  **Compare and contrast themes from the books on the class chart. How are the events that help identify the theme similar and different?**  **Scholastic website provides a searchable list by theme or theme in general for other books that can be used or may a part of classroom library.**  **http://www.scholastic.com/parents/books-and-reading/book-lists/** | | | | | **Standards**  **RL.4.9 Compare and contrast similar themes and topics (opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures** | | | | | | | | | **“I Can” Statements**  **I can compare and contrast themes from different stories** | |
| **Essential Questions**  **How is the theme of \_\_\_\_\_ similar and different from the theme of \_\_\_\_\_\_\_\_?** | |
| **Jan Richardson Strategies**  **No specific strategy is designed for compare and contrast however teachers can use character analysis chart to compare and contrast the development of characters and how the character reacts to a sequence of events. Sociogram (230) can be modified to discuss character actions/reaction to events and how these are connected to the theme.** | | | | | **Standards**  **RL.4.9 Compare and contrast similar themes and topics (opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures** | | | | | | | | | **“I Can” Statements**  **I can compare and contrast themes from different stories** | |
| **Essential Questions**  **How is the theme of \_\_\_\_\_**  **similar and different from the theme of \_\_\_\_\_\_\_\_?** | |
| **Other Whole Group Reading Learning Experiences**  **Utilize smartboard to guide students through compare and contrast explanations and practice as a whole class**  **Promotes turn and talk and class discussion**  **http://www.kn.att.com/wired/fil/pages/listcompreheta.html** | | | | | **Standards**  **RL.4.9 Compare and contrast similar themes and topics (opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures**  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | | | | | **“I Can” Statements**  **I can compare and contrast elements from different stories** | |
| **Essential Questions**  **How is the theme of \_\_\_\_\_ similar and different from the theme of \_\_\_\_\_\_\_\_?** | |
| **Writer’s Workshop** | | **Resource:**  **Writing Fiction: Big Dreams, Tall Ambitions**  Lesson 5: Plotting with a Story Mountain  Lesson 6: Show Don’t Tell: Planning and Writing Scenes  Lesson 7: Felling and Drafting the Heart of Your Story  **Spiral back to Opinion Writing**  **Personal Responses to Literature**   * + See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki (p. 31) * **In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:**  1. **Connect plot/ideas/concepts to experience, including other literature;** 2. **Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts , and issues;** 3. **Support judgment about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.**   [**Source**](http://www.epcae.org/uploads/documents/Response%20to%20Lit%20-%20Third%20Grade%20Writing%20Study.pdf) **on Personal Responses (p. 22 and 23)** | | | | | **Standards**  W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | | | | **“I Can” Statements**  **I can write a story that is organized, flows and has a conclusion.** | |
| **Essential Questions**  **What should I include in a story to make it flow?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Utilize the website** [**http://americanfolklore.net/folklore/united-states-folklore/north-carolina-folklore/**](http://americanfolklore.net/folklore/united-states-folklore/north-carolina-folklore/) **to access different folklore stories from North Carolina.**  **Have students read different stories in groups. The groups will present the different folk stories pre-chosen by the teacher to explain where the stories might have developed from according to the culture clues in the story.** | | | | | **Standards**  4.C.1: Understand the impact of various cultural groups on North Carolina | | | | | | | | | **“I Can” Statements**  **I can explain the impact of cultural groups on North Carolina’s folklore.** | |
| **Essential Questions**  **How have stories from different cultures explain North Carolina’s culture.** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * Compare * Contrast * Similar * Differences | | | | | | | | |
| **WEEK 4** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Read “Mufaro’s Beautiful Daughters” by John Steptoe**  **Teacher will model questioning and thoughts during read aloud**  **Students will record questions and thoughts as they read**  **Create a class chart of questions and thoughts. Class will**  **Discuss questions and cite support from the text to answer the questions.**  **Using questions and thoughts as a guide to develop the theme. Record support from the text on class chart. Add the book to the Class theme chart created previously in week 2 of the Unit.**  **Read “The Rough Face Girl” by Rafe Martin**  **Students record questions and thoughts as the teacher reads the book. They will work in cooperative groups to answer questions and share thoughts. The group will identify a theme for the story. Teacher should assist groups in finding the theme (good over evil). Students will record their thoughts on a chart paper to be shared with the class.**  **As a class discuss possible themes and add the book to the class theme chart created in week 2.**  **Compare and Contrast themes of “The Rough Face Girl” and “Mufaro’s Beautiful Daughters”**  **Read “White Socks Only” by Evelyn Coleman (bravery, defiance)**  **As cooperative groups identify themes and support for each theme chosen. Cooperative groups will share their themes with the class and as a class select the theme (s) on the class theme chart (created in week too) to place the book title under.**  **Read “The Other Side” by Jacqueline Woodson**  **As cooperative groups identify themes and support for each theme chosen. Cooperative groups will share their themes with the class and as a class select the theme (s) on the class theme chart (created in week too) to place the book title under. Compare and Contrast themes and support for “The Other Side” and “White Socks Only”** | | | | | | | | **Standards**  **RL.4.9 Compare and contrast similar themes and topics (opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures** | | | | | | **“I Can” Statements**  **I can compare and contrast themes from different stories** | |
| **Essential Questions**  **How is the theme of \_\_\_\_\_ similar and different from the theme of \_\_\_\_\_\_\_\_?** | |
| **Jan Richardson Strategies**  **No specific strategy is designed for compare and contrast however teachers can use character analysis chart to compare and contrast the development of characters and how the character reacts to a sequence of events. Sociogram (230) can be modified to discuss character actions/reaction to events and how these are connected to the theme.** | | | | | | | | **Standards**  **RL.4.9 Compare and contrast similar themes and topics (opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures** | | | | | | **“I Can” Statements**  **I can compare and contrast**  **Character(s) actions related to a theme.** | |
| **Essential Questions**  **How does a character’s actions help develop a theme?** | |
| **Other Whole Group Reading Learning Experiences**  **Lesson Plan by Janice Gardner**  **http://www.learnnc.org/lp/pages/2806?ref=search**  **Lesson with reading and writing connections can be utilized for two weeks.** | | | | | | | | **Standards**  **RL.4.9** Compare and contrast similar themes and topics (opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | | **“I Can” Statements**  **I can compare and contrast themes from different stories.** | |
| **Essential Questions**  **What information should I include when I compare and contrast characters or events?** | |
| **Writer’s Workshop** | | **Resource:**  **Writing Fiction: Big Dreams, Tall Ambitions**  Lesson 11: Revision: Rereading  Lesson 12: Making a Space for Writing  Lesson 13: Using Mentor Texts to Flesh Out Characters  **Spiral back to Opinion Writing**  **Personal Responses to Literature**   * + See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki (p. 31) * **In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:**  1. **Connect plot/ideas/concepts to experience, including other literature;** 2. **Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts , and issues;** 3. **Support judgment about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.**   [**Source**](http://www.epcae.org/uploads/documents/Response%20to%20Lit%20-%20Third%20Grade%20Writing%20Study.pdf) **on Personal Responses (p. 22 and 23)** | | | | | | | | **Standards**  W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | **“I Can” Statements**  **I can write a story that is organized, flows and has a conclusion.** | |
| **Essential Questions**  **What should I include in a story to make it flow?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Lesson Plan by Janice Gardner**  **http://www.learnnc.org/lp/pages/2806?ref=search** | | | | | | | | **Standards**  4.RL.9 Compare and contrast the treatment of similar  themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | | | | | | **“I Can” Statements**  **I can compare and contrast themes from different stories.** | |
| **Essential Questions**  **What information should I include when I compare and contrast characters or events?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * **Associations** * **Analogy** | | | | | | | | |
| **WEEK 5** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Lesson 4: Text Sign Posts (review)**  **Review text feature using the following website**  **https://www.lernerbooks.com/SiteCollectionDocuments/TextFeatures/Grade-4-Text-Features-Science.pdf**  **Students will create a mind map with a central focus of text features. Sample mind maps can be found at**  **http://www.google.com/search?q=mind+map&hl=en&client=safari&sa=N&tbo=u&rls=en&tbm=isch&source=univ&ei=1OMPUcLvLK-10QHSgIGgBw&ved=0CF4QsAQ&biw=934&bih=542**  **Technology enabled mind maps can be generated at**  [**http://www.text2mindmap.com/**](http://www.text2mindmap.com/)  Introduce phases of the moon using a launch video [www.wechoosethemoon.org](http://www.wechoosethemoon.org) OR  <http://www.nasa.gov/externalflash/apollo11_landing/>  **Students will discuss as a class how the animations and interactive elements help support the text and oral presentation from the website.**  **Utilize**  [**http://resources.woodlands-junior.kent.sch.uk/time/moon/phases.html**](http://resources.woodlands-junior.kent.sch.uk/time/moon/phases.html) **as a class choral read aloud and discussion**  **Use the diagram located at the bottom of the page to explain the wording found on the web page.**  **Read the teacher guide and complete the activity found at**  [**http://www.newtonsapple.tv/TeacherGuide.php?id=1671**](http://www.newtonsapple.tv/TeacherGuide.php?id=1671)  **Use the video as an animation and interactive element**  **To support the learning from the reading provide through the teacher guide** | | | | | | | | **Standards**  **RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements of web pages) and explain how the information contributes to an understanding of the text in which it appears.** | | | | | | **“I Can” Statements**  **I can understand and use information presented in various ways.** | |
| **Essential Questions**  **How is the theme of \_\_\_\_\_ similar and different from the theme of \_\_\_\_\_\_\_\_?** | |
| **Jan Richardson Strategies**  **Use interpretive level suggestion on page 204 to interpret information from charts and/or diagrams. Students should explain how they came to the conclusion based on information provide.**  **For teacher modeling a simple chart at comprehension questions can be found at**  [**http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/**](http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/) | | | | | | | | **Standards**  **RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements of web pages) and explain how the information contributes to an understanding of the text in which it appears.** | | | | | | **“I Can” Statements**  **I can understand and use information presented in various ways.** | |
| **Essential Questions**  **How can visual information help me understand a text?** | |
| **Other Whole Group Reading Learning Experiences**  **Use the website below to show charts, graphs, and diagrams**  [**http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/**](http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/)  **As the class read the information from the Website the teacher should explain how the first image helps explain what is read. Continue this with each image until the class has an understanding of how images help the reader understand the text. After reading a section, students will work in groups to discuss and record how each image, chart, or graph helps explain the text.** | | | | | | | | **Standards**  **RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements of web pages) and explain how the information contributes to an understanding of the text in which it appears.**  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | | **“I Can” Statements**  **I can understand and use information presented in various ways.** | |
| **Essential Questions**  **How can visual information help me understand a text?** | |
| **Writer’s Workshop** | | **Resource:**  **Writing Fiction: Big Dreams, Tall Ambitions**  Lesson 14: Editing with Various Lenses  Lesson 15: Publishing Anthologies: A Celebration  **Spiral back to Opinion Writing**  **Personal Responses to Literature**   * + See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki (p. 31) * **In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:**  1. **Connect plot/ideas/concepts to experience, including other literature;** 2. **Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts , and issues;** 3. **Support judgment about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.**   [**Source**](http://www.epcae.org/uploads/documents/Response%20to%20Lit%20-%20Third%20Grade%20Writing%20Study.pdf) **on Personal Responses (p. 22 and 23)** | | | | | | | | **Standards**  W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | **“I Can” Statements**  **I can write a story that is organized, flows and has a conclusion.** | |
| **Essential Questions**  **What should I include in a story to make it flow?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **See whole group reading lesson suggestions (tides)**  **All lessons revolve around the moon phases.** | | | | | | | | **Standards**  **4.E.1 Explain the causes of day and night and phases of the moon.** | | | | | | **“I Can” Statements**  **I can explain why the moon appears to look different on different nights.** | |
| **Essential Questions**  **Why does the moon’s appearance change?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * **Diagram** * **Chart** * **Graphic Organizer** * **Subheadings** * **Graph** * **Graphic Organizer** * **Maps** * **Flow Chart** * **Table** | | | | | | | | |
| **WEEK 6 and 7** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **EOG REVIEW WEEK and EOG**  **Use school based resources for SLAMMER or other school based EOG review!** | | | | | | | | **Standards** | | | | | | **“I Can” Statements** | |
| **WEEK 8** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Reteach strategies students were not successful on using lessons previously used while changing literature selection. See resource book list for additional books.** | | | | | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | **“I Can” Statements**  **I can explain what the text says when identifying explicit information.** | |
| **Essential Questions**  **Can I explain the information read in a text?** | |
| **Jan Richardson Strategies**  **Main Idea/Question/Details Page 218**  **Continue support for students who are having difficulty understanding how the details play an important role in telling a story using the websites for Native American tales and Jack tales.** | | | | | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.4.2** Determine the theme of a story, drama, poem from the details in the text, summarize the text.  **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements of web pages) and explain how the information contributes to an understanding of the text in which it appears.  4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | **“I Can” Statements**  **I can explain what the text says when identifying explicit information.** | |
| **Essential Questions**  **What details should I include in my retell?** | |
| **Other Whole Group Reading Learning Experiences**  **Strategies that Work 2nd edition Stephanie Harvey and Anna Goudvis Page 113**  **Introduce using a two-column chart through the lesson in Strategies that Work (Gaining Information through questioning Model how to develop good questions through the “I wonder section” of the T chart**  **Develop as a class 2-3 questions that could be utilized for the interview of a senior citizen**  **Students will be introduced to Jack Tales**  **Several jack Tales are listed at**  [**http://www.ibiblio.org/bawdy/folklore/bull.html**](http://www.ibiblio.org/bawdy/folklore/bull.html)  **This site can be used for discussion. While reading**  **Teachers should focus on expression and demonstrating good fluency along with oral presentation skills. Discussion should be centered on the traditions and beliefs of the Appalachian people.**  **Read different Cherokee myths. Students can be exposed to and understand the flow of a narrative story as well as understand the beliefs of different cultures. Discussion should be centered on the traditions and beliefs of the Cherokee people.**  [**http://www.sacred-texts.com/nam/cher/motc/index.htm**](http://www.sacred-texts.com/nam/cher/motc/index.htm)  **Read different Lumbee tales. Students can be exposed to and understand the flow of a narrative story as well as understand the beliefs of different cultures. Discussion should be centered on the traditions and beliefs of the Lumbee people.**  [**http://www.tcpnow.com/grandparentsdaykit/part2/gpday2.3.html**](http://www.tcpnow.com/grandparentsdaykit/part2/gpday2.3.html) | | | | | | | | | **Standards**  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | | | **“I Can” Statements”**  **Dependent upon strategy being re-taught. I can statements from weeks 1-5 can utilized for instruction.** | |
| **Essential Questions**  **How are the cultures I learned about alike and different?** | |
| **Writer’s Workshop** | | **Resource: Student Interview Questions and Answers**  **Teacher will model how to use the interview questions to plan for a real narrative based on interview answers.**  **Students should pick interview questions that are centered on one event and begin the writing process to develop a real narrative based on a grandparent’s interview answers.**  **Recount an Event**  **Explorations in Nonfiction Writing**   * Power Write:   + Narrative Poetry p. 150   + Informational Narrative p. 146   (recount an event from NCs Cultural Past or own family cultural history – using 1 of 2 forms listed above) | | | | | | | | | **Standards**  4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | | | | | **“I Can” Statements**  **I can write a narrative that includes details and has a logical sequence.** | |
| **Essential Questions**  **What details do I include in my story?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **All Lesson are integrated through whole class instruction and writing** | | | | | | | | | **Standards**  **4.C.1 Understand the impact of various cultural groups on North Carolina.** | | | | | **“I Can” Statements**  **I can explain the impact of cultures on North Carolina.** | |
| **Essential Questions**  **How have cultures shaped North Carolina.** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * **Lore** * **Myth** * **Legend** | | | | | | | | |
| **WEEK 9** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Re-teach strategies students were not successful on using lessons previously used while changing literature selection. See resource book list for additional books.** | | | | | | | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | **“I Can” Statements**  **I can explain what I read using details from the text.** | |
| **Essential Questions**  **What details should I include when explaining what I read?** | |
| **Jan Richardson Strategies**  **Use Scaffold for summarizing on page 223 to assist students who continue to have difficulty understanding the sequence of a narrative story. The scaffold can be used to help pull key ideas and details to assist students in understanding the importance of details in a story. This will be linked to presentation, quilt, and narrative writing.** | | | | | | | | | | | **Standards**  **Standard - 4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.4.2** Determine the theme of a story, drama, poem from the details in the text, summarize the text.  **RI.4.**7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements of web pages) and explain how the information contributes to an understanding of the text in which it appears.  4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level. | | | **“I Can” Statements**  **Dependent upon strategy being re-taught. I can statements from weeks 1-5 can utilized for instruction.** | |
| **Essential Questions**  **What information can I gain from features outside the body of the text?**  **How are \_\_\_\_\_\_ and \_\_\_\_\_ alike and different?**  **How do I determine the theme of a story?** | |
| **Other Whole Group Reading Learning Experience**  Teacher should read aloud books that describe the Quilt making tradition and how quilts tell a story.  [Sweet Clara and the Freedom Quilt](http://www.worldcat.org/oclc/23286420&referer=brief_results) by Deborah Hopkinson (Black History)  [Home Crafts](http://www.worldcat.org/oclc/21674791&referer=brief_results) by Bobbie Kalman (History)  [The Canada Geese Quilt](http://www.worldcat.org/oclc/18873154&referer=brief_results) by Natalie Kensey-Warnock (Family)  [Crazy Quilt](http://www.worldcat.org/oclc/10824822&referer=brief_results) by Kristin Avery (Easy/Family/Quilting project gone wrong)  [The Quilt Story](http://www.worldcat.org/oclc/11234474&referer=brief_results) by Tony Johnson (Pioneers)  [The Josefina Story Quilt](http://www.worldcat.org/oclc/12370095&referer=brief_results) by Eleanor Coerr (Pioneers)  [The Keeping Quilt](http://www.worldcat.org/oclc/17549472&referer=brief_results) by Patricia Polacco (Jewish Heritage)  [Tar Beach](http://www.worldcat.org/oclc/22002688&referer=brief_results) by Faith Ringgold (Harlem/based on the author’s quilt painting)  [The Patchwork Quilt](http://www.worldcat.org/oclc/10375013&referer=brief_results) by Valerie Flournoy (Family)  [Debbie Mumm’s Project Kids](http://www.worldcat.org/oclc/49982351&referer=brief_results)  **Continue reading Native American tales and myths**  [**http://www.ibiblio.org/bawdy/folklore/bull.html**](http://www.ibiblio.org/bawdy/folklore/bull.html)  **http://www.sacred-texts.com/nam/cher/motc/index.htm** | | | | | | | | | | | **Standards**  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level.  4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  RL 4.10/RI.4.10 Students will be able to read and comprehend a variety of texts (literature and informational) on grade level | | | **“I Can” Statements** | |
| **Essential Questions**  **Can I compare and contrast similar topics?** | |
| **Writer’s Workshop** | | **Resource:**  **Students will start creating a quilt that illustrates and retells the narrative that was created the previous week.**  **Plan for presentation that will be shared in class.**  **Recount an Event**  **Explorations in Nonfiction Writing**   * Power Write:   + Narrative Poetry p. 150   + Informational Narrative p. 146   (recount an event from NCs Cultural Past or own family cultural history – using 1 of 2 forms listed above) | | | | | | | | | | | **Standards** | | | **“I Can” Statements**  **I can create a narrative that flows and has a logical sequence.** | |
| **Essential Questions**  **Does my narrative follow a logical sequence?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Presentations of traditions within my family.** | | | | | | | | | | | **Standards** | | | **“I Can” Statements**  **I can present information in a variety of ways.** | |
| **Essential Questions**  **How can I present information?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * Heritage * Culture | | | | | | | | |

**Unit Resources**

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| **Week 1** | Jan Richardson  **Comprehension Connections: Inference Lessons**  Riddle Game: [**http://www.philtulga.com/Riddles.html**](http://www.philtulga.com/Riddles.html)  [**http://reading.ecb.org/**](http://reading.ecb.org/) |
| **Week 2** | [**http://www.wingclips.com/movie-clips/surfs-up/having-fun**](http://www.wingclips.com/movie-clips/surfs-up/having-fun)  [**http://www.austinschools.org/curriculum/la/resources/documents/LA\_Literary\_Theme\_Analysis.pdf**](http://www.austinschools.org/curriculum/la/resources/documents/LA_Literary_Theme_Analysis.pdf) |
| **Week 3** | **http://www.scholastic.com/parents/books-and-reading/book-lists/** |
| **Week 4** | **Mufaro’s Beautiful Daughters by John Steptoe**  **“The Other Side” by Jacqueline Woodson**  **“White Socks Only” by Evelyn Coleman**  **http://www.learnnc.org/lp/pages/2806?ref=search** |
| **Week 5** | **Writing Fiction: Big Dreams, Tall Ambitions**  [**http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/**](http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/)  **https://www.lernerbooks.com/SiteCollectionDocuments/TextFeatures/Grade-4-Text-Features-Science.pdf**  **Mind Maps**  [**http://www.google.com/search?q=mind+map&hl=en&client=safari&sa=N&tbo=u&rls=en&tbm=isch&source=univ&ei=1OMPUcLvLK-10QHSgIGgBw&ved=0CF4QsAQ&biw=934&bih=542**](http://www.google.com/search?q=mind+map&hl=en&client=safari&sa=N&tbo=u&rls=en&tbm=isch&source=univ&ei=1OMPUcLvLK-10QHSgIGgBw&ved=0CF4QsAQ&biw=934&bih=542)  [**http://www.text2mindmap.com/**](http://www.text2mindmap.com/)  [**http://resources.woodlands-junior.kent.sch.uk/time/moon/phases.html**](http://resources.woodlands-junior.kent.sch.uk/time/moon/phases.html)  [**http://www.newtonsapple.tv/TeacherGuide.php?id=1671**](http://www.newtonsapple.tv/TeacherGuide.php?id=1671) |
| **Week 6** | **EOG REVIEW** |
| **Week 7** | **EOG** |
| **Week 8** | [**http://www.ibiblio.org/bawdy/folklore/bull.html**](http://www.ibiblio.org/bawdy/folklore/bull.html)  [**http://www.sacred-texts.com/nam/cher/motc/index.htm**](http://www.sacred-texts.com/nam/cher/motc/index.htm)  [**http://www.tcpnow.com/grandparentsdaykit/part2/gpday2.3.html**](http://www.tcpnow.com/grandparentsdaykit/part2/gpday2.3.html) |
| **Week 9** | [Sweet Clara and the Freedom Quilt](http://www.worldcat.org/oclc/23286420&referer=brief_results) by Deborah Hopkinson (Black History)  [Home Crafts](http://www.worldcat.org/oclc/21674791&referer=brief_results) by Bobbie Kalman (History)  [The Canada Geese Quilt](http://www.worldcat.org/oclc/18873154&referer=brief_results) by Natalie Kensey-Warnock (Family)  [Crazy Quilt](http://www.worldcat.org/oclc/10824822&referer=brief_results) by Kristin Avery (Easy/Family/Quilting project gone wrong)  [The Quilt Story](http://www.worldcat.org/oclc/11234474&referer=brief_results) by Tony Johnson (Pioneers)  [The Josefina Story Quilt](http://www.worldcat.org/oclc/12370095&referer=brief_results) by Eleanor Coerr (Pioneers)  [The Keeping Quilt](http://www.worldcat.org/oclc/17549472&referer=brief_results) by Patricia Polacco (Jewish Heritage)  [Tar Beach](http://www.worldcat.org/oclc/22002688&referer=brief_results) by Faith Ringgold (Harlem/based on the author’s quilt painting)  [The Patchwork Quilt](http://www.worldcat.org/oclc/10375013&referer=brief_results) by Valerie Flournoy (Family)  [Debbie Mumm’s Project Kids](http://www.worldcat.org/oclc/49982351&referer=brief_results) |